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ABSTRACT

The Project Leadership in Educational Administration Development (LEAD) consists of the emerging leaders program, administrative internships, seminars for effective school leadership, and peer-assisted learning programs. Project LEAD's essence is rooted in the need to understand school environment functions and operations, local impacts of national/global issues, and the District of Columbia's public school system. To assess the program's impact on emerging leaders and administrative interns during the 1988-90 school years, three survey instruments were mailed to 56 participants (33 respondents) and one survey was sent to 15 mentor principals (14 respondents). Research questions asked about participant experiences, numbers of participants, program strengths and weaknesses, effects on participant employment, mentor principal experiences, and how to improve the programs. Findings indicate that Project LEAD is carrying out its professional development and preparation function, but it is too early to determine if the training pays off. Recommendations include continuing the selection of quality faculty facilitators and developing a procedures manual to guide training activities. Appendix A outlines the study's evaluation design elements and timeline. Copies of surveys are given in Appendix B. (EJS)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

EVALUATION OF PROJECT LEAD PROGRAMS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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EVALUATION OF PROJECT LEAD PROGRAMS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Introduction

The Project Leadership in Educational Administration Development (LEAD) program was introduced in the District of Columbia Public Schools during the Spring of 1987. It was during that time that the first 10 administrative interns were selected to participate in the program. Project LEAD consists of four components: The (1) Emerging Leaders Program, (2) Administrative Internships, (3) Seminar for Effective School Leadership and (4) Peer-Assisted Learning Programs. It is the Emerging Leaders and Administrative Internship Programs that will be evaluated in this study.

Project LEAD has been operating for three funding cycles. During this period, 20 participants have completed the Emerging Leaders Program and 35 DCPS staff persons have completed the Administrative Internship Program.

The Emerging Leaders Program which provides strategic learning activities organized around four basic areas of leadership development -- vision, communication, assessment and knowledge. This program was developed as a pre-internship experience.

The design of the administrative internship is based on the premise that excellent leaders orchestrate effective schools. Thus, the goal of the program is to improve student progress and achievement by increasing the quality factor in site-based leadership.

The essence of the program is rooted in three crucial needs that every successful school manager must meet:

- The Need to Understand the Functions and Operations of the Total School Environment--Each intern, based on his or her background and experience, is assigned to work as an administrator-in-training under the supervision of an outstanding mentor principal from mid-August until the end of June.

  This "on-the-job" training provides a two-way opportunity. One, the intern has the chance to demonstrate his or her competencies and two, the administrator can observe and evaluate his or her performance prior to promotion.

This experience also provides the opportunity for the trainee to fully understand the responsibilities and expectations for local school leaders in the administration of effective schools.

- The need to Understand National and Global Issues and their Impact on the Local Level--Interns are enrolled in a special six-hour graduate level course which involves some of the most dynamic educational leaders in the area to work with them on current trends and issues.

  The growing Hispanic population in the District of Columbia and predictions of the linguistic future in this country promoted the requirement for the interns enrollment in a two-semester conversational Spanish course.

  Finally, the group spends ten days during the summer at a Kettering Foundation Seminar on current trends in education at Lawrence University, Appleton, WI.

- The Need to Understand the District of Columbia Public School System: How it Operates and How to Function Effectively in it-interns are involved in a weekly two-hour seminar on operations in D.C. Public Schools. These sessions are generally conducted by top managers and parallel the graduate course. For example, when national trends in curriculum have been discussed, the follow-up seminar session has been focused on the local curriculum.

  The interns are assigned to mentors who are heads of divisions in Administrative Services and Human Resource Management during July and August. This experience, which reportedly has proven so valuable to the participants, rounds out their understanding of school management from the centralized perspective.

  Each intern is required to follow the work of one Board of Education Committee throughout the internship. This experience provides an understanding of the work of the Board and insight on the development and implications of school policies.

These important programmatic elements are bonded by collegiality and networking not only between the trainees themselves, but also between intern and mentor, intern and course presenter, intern and the administrative contacts made

in Wisconsin. This professional network is an invaluable human resource for the site-based manager.

The interns' work is evaluated based on performance objectives, the technical competencies and administrative skills exhibited in obtaining those objectives. A narrative report is written on each participant and submitted to the Deputy Superintendent of Human Resource Management.

A strong concentration is placed on work in urban schools, the District of Columbia in particular. Interns are fully indoctrinated in the acceptance of all cultures and children. They are trained to be politically astute, and they understand the necessity of staff and community empowerment.

Based on academic preparation and teaching background, interns are assigned to schools at their level of expertise and interest. Due to the limited number of assistant principalships at the elementary level, some interns have worked at the junior high level to widen their windows of opportunity after the internship has been completed.

LEAD Programs for 1989-90

An intensive program for 20 potential emerging educational leaders, 15 LEAD Administrative Interns and 15 LEAD principals was initiated for SY 1990. The program included:

1. Internships:
   On site training experience for LEAD Administrative Interns is now the central activity of the program. Interns were placed in schools for a period that began on September 1, 1989 and lasted until the Summer, at which time they were assigned to central administrative mentors until August 1990.

2. Academic Course Work:
   six graduate credits will be provided for a year long course entitled "The Effective School Leader: Managing Productive Schools".

3. Mentor Principals:
   A seminar and training sequence for LEAD principal mentors entitled "The Role of the Principal as a Mentor" will be held monthly.

4. Peer Assisted Leadership (PAL) Program:
   Peer Assisted Leadership Training for approximately 60 principals and assistant principals was provided. This program

continued the training of trainers' activities provided by Far West Laboratory.

5. Emerging Leaders Program:
This program provides the opportunity for participants to explore leadership through a set of strategically planned activities that develop their potential to become leaders. Training includes four models:

   (1) Essentials of Leadership - Vision
   (2) Basic Tools of Leadership - Communication
   (3) Measurement of Leadership - Assessment
   (4) Issues Related to Leadership - Knowledge

6. Supporting New and Continuing Leaders:
This program provided on-going support and leadership development activities for individuals who are new to the principalship and assistant principalship; those re-assigned to these positions from central administrative assistants to target specific areas of school improvement.

Purpose of the Study

The purpose of this investigation is to assess the impact of Project LEAD (Leadership in Educational Administration Development) experiences on administrative interns and emerging leaders during the last three school years (SY's 88-90). An evaluation is being conducted during 1990 for two reasons:

1. No systematic feedback has previously been collected from program participants, and

2. Federal funding requirements specify that programs/projects receiving federal funds provide evidence of impact/use.

To accommodate the need for systematic evaluation for the District of Columbia Public Schools (DCPS) and the United States Department of Education (DOE), this study is designed to collect systematic data from administrative interns, emerging leaders and mentor principals who have participated in Project LEAD so that the impact, success, of the project can be summarized for the funding agents and policy makers in DCPS. The following research questions will be asked:

1. What has been the experience of participants in Project LEAD?

2. How many administrative interns/emerging leaders have been trained via Project LEAD?

3. What have been the strengths and weaknesses of Project LEAD according to participants?

4. What has happened to Project LEAD participants in terms of employment after the internship/training experience?

5. What has been the experience of Mentor Principals who have participated in Project LEAD?

6. How might Project LEAD be improved or expanded?

PROJECT LEAD EVALUATION DESIGN

Methodology

Staff in the Research and Evaluation Branch developed three survey instruments based on the program components of the Emerging Leaders and Administrative Internship Programs. Survey instruments were composed of items on the participants attitudes and experiences and Project LEAD program strengths/needs (for the component(s) in which they participated). A survey of impressions and experiences was also developed for mentor principals. Survey instruments were reviewed by the DCPS Project LEAD director and other school personnel and edited for clarity and form.

The survey instruments were mailed to former participants in the emerging leaders and administrative internship programs during January 1990. Follow-up surveys were mailed during March 1990 to non-respondents. School Year 1990 administrative interns were mailed surveys during the Summer of 1990 near the end of their internship experience. Mentor principals were mailed surveys in January 1990 with a follow-up mailing during March.

Data Analysis Procedures

Descriptive statistics (frequency distributions, means/medians, etc.) will be computed to summarize the demographics and survey responses of Project LEAD participants (e.g., educational background, areas of certification, impressions of the program, etc.).

FINDINGS

The first section summarizes demographic characteristics of administrative interns, emerging leaders and mentor principals.

Administrative Interns: A total 27 of 35 (77%) participants in the Administrative Internship program responded to surveys administered during January (for SYs 1988 and 89) and June (for SY 1990). Five of a possible 10 (50%) respondents were program participants during SY 1988, 10 of 10 (100%) from 1989 and from 1990, 12 of 15 (80%). Twenty-three percent (8) of the administrative interns were former participants in the emerging leaders program. Three (21%) of the interns were working on an advanced degree at the time of their participation in the program.

Emerging Leaders: A total six of 21 (29%) participants in the Emerging Leaders program responded to the survey administered in January 1990 for SY 1989. (An additional eight respondents were only administered the Administrative Intern Survey, even though they had formerly participated in the Emerging Leaders Program, bringing the overall response rate for this group to 67%.) Their average length of service in DCPS was 26.5 years. Two (33%) of the participants were working on advanced degrees at the time of their participation in the emerging leaders program.

Mentors: A total 14 of 15 (93%) principals serving as mentors for the Administrative Internship responded to the survey mailed during January 1990.

The next section summarizes the findings of the study linked to the six evaluation questions which form the basis for this study.

1. What has been the experience of participants in Project LEAD?

Administrative Interns: When asked to rank the top three reasons for their participation in this program, interns cited, in order, (1) enhanced opportunity to become an administrator/principal, (2) desire to have direct input into policy making activities related to schools and (3) recommendation of the principal or another DCPS administrator. The internship experiences ranked as having the greatest impact on the participants professional development were (1) the mentor-internship experience, (2) overall administrative internship experience and (3) the opportunity to experience/learn the operations of different administrative work settings, respectively.

In terms of program components, interns indicated that the Summer IDEA Fellows Program for School Administrators was very effective (71%) and presentations made by principals and central administrators to interns usually beneficial (79%). Suggestions for improving the course, "The Effective School Leader: Managing Productive Schools," included (1) provide additional field experiences, (2) select better prepared instructors, (3) refine course content, (4) visit schools in adjacent school systems and (5) visit sites with effective and ineffective school leaders.

In terms of time for the program, interns believed that the amount of time allocated for the administrative internship was adequate (89%). The minimum amount of time that should be allocated was divided between 12 months (59%) and two semesters (30%). Most mentor principals (71%) believed that the amount of time allocated for the internship experience was adequate. When asked to indicate the amount of time they felt appropriate to the internship experiences, 64% indicated 12 months while another 21% indicated two semesters.

Emerging Leaders Participants: Ranked highest by participants in terms of the reason for applying to the Emerging Leaders program was (1) recommendation of a principal/administrator with enhanced opportunity to become an administrator and opportunity for professional development ranking as second and third, respectively. Participants indicated that the overall experience of being in the emerging leaders program had the greatest impact on their professional development with staff development experiences ranked second. Perceived as the greatest benefits of the Emerging Leaders program were (1) administrative training and (2) specific seminar/workshop experiences.

2. How many administrative interns/emerging leaders have been trained via Project LEAD?

Administrative Interns: A total of 35 DCPS employees have received training in the Administrative Internship program: 10 each during SYs 1988 and 1989 and 15 during 1990.

Emerging Leaders: A total of 39 DCPS employees have participated in the Emerging Leaders program: Twenty-one each during SY 1989 and 18 during SY 1990.

3. What have been the strengths and weaknesses of Project LEAD according to participants?

Perceived to have been the greatest benefit of the administrative internship experience (ranked) were the (1) mentor

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principal with whom the intern was placed, (2) hands-on administrative training and (3) opportunity to interact with high level policy makers. The greatest weaknesses were the unavailability of an administrative placement following the internship experience and having to potentially return to the classroom after the training period ended.

Mentor principals ranked involvement in the overall internship experience as the factor that contributed most to the professional development of the interns. The greatest benefit of the program was the administrative training provided to interns and the administrative placements provided following the internship year. Presentations to interns made by central administrators and outstanding principals were perceived to be beneficial (93%). The greatest weakness of the program was the lack of an administrative placement for interns following the internship year which resulted in some interns having to potentially return to the classroom.

Emerging leader program participants indicated that having to return to the classroom after completing the program was the single greatest weakness of the LEAD program experience. No element of the Emerging Leaders program was identified as ineffective.

4. What has happened to Project LEAD participants in terms of employment after the internship experience?

Twenty (74%) Administrative Interns were classroom teachers prior to being selected for participation in the administrative internship. At the time the survey was administered, eight (29%) of the former administrative interns were either principals or assistant principals in DCPS and 11 (41%) held administrative support positions. Five (19%) were either serving as counselors/ teachers or Deans of Students and two (7%) were serving as Assistants for Instruction.

During their program participation, four (67%) emerging leaders program participants were classroom teachers/librarians and two (33%) were staff development coordinators. At the time of response, each occupied the same or similar positions.

5. What has been the experience of Mentor Principals who have participated in Project LEAD?

Fifteen principals have served as mentor principals for the Administrative Intern program. Of the 15, responses for 14 (93%) mentor principals served as the basis for this summary. Three (21%) of the principals had served as mentor principals since SY 1988, four (29%) since 1989 and seven (50%) since 1990. Mentor principals had served for an average of 10 years as principals in

DCPS. Eleven of the 14 had previous experience as assistant principals.

In terms of preparation/training to serve as mentors, responding principals rated the preparation provided by Project LEAD program for mentor principals and training provided by the LEAD program as very effective (64% and 43%, respectively).

When a set of items were ranked in terms of their importance to the decision of mentor principals to participate in this program, ranked highest were (1) the desire to share experiences/ knowledge with aspiring principals, (2) opportunity for professional development and (3) opportunity to expand/extend beyond the school building routine, respectively.

Mentors shared the following impressions of the Administrative Internship Program. Eleven of 14 mentor principals indicated the administrative internship program was very effective (79%) while 10 (71%) indicated that Project LEAD was very effective. Of the experiences provided to interns, placement in a local school was rated highest (86% very effective). The intern assessment process and training that interns received on Friday were each rated by the majority of the mentor principals as somewhat effective (43% respectively).

6. How might Project LEAD be improved or expanded?

A wide range of suggestions were provided by each group in response to this question. Responses, by reference group, are noted below.

Administrative Internship Program: SY 1990 Administrative Interns made the following suggestions for improving the Administrative Internship program: (a) provide guidelines/directions for Mentor Principals so that interns will have a common set of training/ internship experiences (n=5), (b) provide additional pay (e.g., stipend, higher temporary salary grade, etc.) during the internship period because of the extra hours worked daily during the 12 month period (n=4) and (c) improve the selection process of Mentor Principals.

Grouped suggestions for improvement from SYs 1989 and 1988 Interns were (a) increase the salary for administrative interns, (b) provide additional field experiences, (c) give the opportunity for interns to work in different schools so that different leadership styles can be experienced, (d) allow all interns to participate in the PALS program, (e) allow interns to shadow summer school principals, (f) make summer working hours shorter, (g) longer period with some support during the first year of actual service, (h) have as program director someone who can truly help

interns and (i) eliminate administrative internship training if no principalships are available.

Mentor principals suggested the following strategies for improving the administrative internship program: (1) placement assurance for interns receiving an evaluation above satisfactory and/or an increase in pay (n=4), (2) develop mid-year progress reports, (3) make the internship a two year program, (4) allow interns to participate in building level staff development activities and (5) hold a meeting for interns prior to their reporting to school internship sites.

Mentor principals suggested the following ideas to improve their skills as mentors: (1) provide guidelines/handbook to mentor principals for working with interns, (2) schedule a meeting for mentors prior to the arrival of interns so that guidelines/ procedures are clear, (3) discontinue activities that involve pulling interns during the school day/week, (4) discontinue summer assignments to central administration and (5) provide more incentives to mentors for their involvement with the program.

Training/development activities that mentor principals indicated they would like to have included for themselves were: (1) regular professional development opportunities, (2) staff development workshop/seminar prior to receiving interns, (3) more exposure to effective schools research, (4) access to a schedule of activities/workshops being presented to interns and (5) involvement in the evaluation of the internship at the end of the year as the basis for a second year expanded refined experience.

Emerging Leaders Program: Participants in the Emerging Leaders program made the following suggestions for program improvement: (1) provide more participation/interaction with principals, (2) expand access into administrative internship program, (3) expand the type of internships available beyond the Assistant Principalship and (4) provide more hands-on opportunities.

DISCUSSION

Findings of this study indicate that Project LEAD is essentially carrying out the professional development and preparation function for potential school administrators that it was established to do. The Emerging Leaders Program begins the preparation process by exposing DCPS staff identified as possessing leadership potential to a variety of awareness and training activities. Many of the successful candidates from the Emerging Leaders Program are selected for the Administrative Internship Program. A year-long internship combining building experience with a central office placement during the summer is provided at this phase. Interns are exposed to courses, leadership development

training experiences and assessment processes. After completing this component, successful interns receiving high ratings are believed to be sufficiently prepared to assume a building leadership position as a principal or assistant principal. To guide emerging leaders and administrative interns along the course of preparation are outstanding DCPS principals from effective schools who serve as mentors. Mentors are provided with some preparation and professional development activities.

The perception provided by interns, mentors and emerging leaders is that LEAD works well. Responses to survey items indicated that adequate time was provided for the training of interns and emerging leaders and the experience is perceived by participants to be both positive and helpful. The only programmatic weak areas that respondents identified were (a) the need to refine the structured, classroom component of the training experience, (b) continued improvement in the selection of focused, prepared instructors for training experiences and (c) development of guidelines for mentor principals so that the training experience provided by mentors is consistent for all interns. (The latter comment was a theme commonly expressed by the 1990 Administrative Internship class.)

The primary source of concern to LEAD participants is not endemic to the program itself. Originally, expected outcomes of interns participating in the LEAD program administrative internship was placement into a principal/assistant principalship position during the year following the internship. The expected retirement of principals and assistant principals, however, did not materialize. Thus interns completing the LEAD program have been faced with the prospect of returning to the classroom or a position that is quasi-administrative. According to survey item responses, it is this factor that has been a source of frustration to participants in the emerging leaders and administrative internship programs as well as mentors.

Thus the strategy for continuing to engage and reinforce the skills and positive training experiences of Project LEAD program participants until such time as principalships becomes available may be the only programmatic response to factors external to the intent of the program. It is too early to determine if the training pays off. Too few interns have been placed as principals, but the next phase of evaluation should endeavor to assess what is happening at schools where Project LEAD program participants are at the helm.

RECOMMENDATIONS

Based on the findings generated from surveys administered to participants in Project LEAD, the following recommendations for action have been proposed.

1. Project LEAD staff should continue efforts to select stimulating, qualified faculty facilitators for the classroom component of Project LEAD programs and to better focus the classroom instructional component.

2. A procedures/operations manual and internship experience action plan should be developed to guide training activities provided by Mentor Principals to assure that every intern is exposed to the same types of building and external experiences that promote sound school administrative and management practices.

3. Since the goal of the Administrative Internship component of Project LEAD is to prepare a cadre of trained administrators to meet future management/administrative needs, interns receiving high evaluative ratings during a time when limited principal/assistant principalships are available should be considered for management support positions in central administration (e.g., executive assistants) until such time as appropriate building positions become available. The goal of these management placements would be to reinforce administrative skills learned and to increase knowledge of the central administrative function which could further expand the knowledge base of interns with the skills and expertise needed, when they become building principals, to interface with central administration.

4. The Project LEAD Director should explore strategies for addressing the salary needs/equity for participants in Project LEAD serving as Administrative Interns and Mentor Principals. One question to be answered is to what extent (ratio) does the LEAD training experience provide additional services to the internship site as opposed to being a training experience for interns. The answer to this question should impact on plans to (or not to) supplement the salaries of program participants.

APPENDIX A

[Evaluation Plan]

Evaluation Design Elements

Six (6) evaluation questions will be used to assess the impact of Project LEAD on program participants and trainers. Indicators of data to be collected and data sources are listed following the evaluation questions (listed below):

1. What has been the experience of participants in Project LEAD?

   Data to be Collected: Number of administrative interns that have moved into principalships since participating; Number of participants in emerging leaders program that have served as administrative interns; Number of emerging leaders that have moved into principalships; Rankings, by school year, of participants experiences; Summaries of experiences taken from structured interviews with a sample of participants across classes of participants.

   Data Sources: Survey instrument items, Project LEAD lists of participants and data from structured interviews.

2. How many administrative interns/emerging leaders have been trained via Project LEAD?

   Data to be Collected: Number of administrative interns/ emerging leaders that have been trained since program inception.

   Data Sources: Project LEAD lists of participants and survey instrument demographic items.

3. What have been the strengths and weaknesses of Project LEAD according to participants?

   Data to be Collected: Participants impressions of strengths and weaknesses.

   Data Sources: Data from survey and structured interview items that deal with strengths and weaknesses of various program components.

4. What has happened to Project LEAD participants in terms of employment after the internship experience?

Data to be Collected: Number of administrative interns that have moved into principalships since participating; Number of participants in emerging leaders program that have served as administrative interns; Number of emerging leaders that have moved into principalships;

Data Sources: Survey instrument items, Project LEAD lists of participants

5. What has been the experience of Mentor Principals who have participated in Project LEAD?

Data to be Collected: Summaries of mentor principals' experiences taken from survey items and structured interviews with a sample of mentors.

Data Sources: Mentor principal survey instrument items and data from structured interviews.

6. How might Project LEAD be improved or expanded?

Data to be Collected: Summaries of interns, emerging leaders and mentor principals' identified program needs and experiences taken from survey items and structured interview questions.

Data Sources: Administrative intern, emerging leader participants and mentor principal survey instrument items and data from structured interviews.

Time-Lines

Tasks	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Develop survey instruments	XXX								
Develop interview items	XXX								
Conduct interviews	X	XX							
Mail surveys	X								
Tabulate survey data		XX							
Prepare narrative for interview items		XX							
Draft preliminary report		XX							
Collect additional data from Class of '90							XXX		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Final report							X	XX	
Analyze data from administrators needs assessment		XX	X						
Analyze successful/ unsuccessful components of Project LEAD courses						XXX			
Develop an evaluation design for SY '91 Project LEAD program								XXX	X

| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |

APPENDIX B

[Copies of Surveys Administered]

Survey of Participants in Project LEAD Administrative Internships

1. Year of Participation as Administrative Intern: _____

2. Did you also participate in the Emerging Leaders Program?

   Yes No

   If yes, in what year did you participate? _____

3. What position did you hold (and where) prior to participation in the Administrative Internship?

   _____

4. How many years have you worked as a teacher in DCPS?

   _____

5. How many years did you work as a teacher in another school system?

   _____

6. How many years have you worked as a counselor/support personnel in DCPS?

   _____

7. How many years have you worked as an administrator in DCPS?

   _____

8. What position do you presently hold in DCPS?

   _____

EDUCATION/CERTIFICATION BACKGROUND

9. When (what year) and where did you earn the B.A. degree?

   _____

10. When (what year) and where did you earn the masters degree?

_____

11. Were you working towards an advanced degree at the time you participated in the Administrative Internship? (Circle one)

Yes No

If yes, what degree were you pursuing? _____

12. How many graduate hours had you completed in educational administration prior to becoming an intern?

_____

13. What administrative/management training experiences have you pursued (and what year)? (e.g., DCPS Management Institute, Educational Policy Fellowship Program, etc.)

_____

14. In what educational areas are you certified?

_____

_____

PREFERENCES/ATTITUDES

15. Rank the top three items (a rank of "1" is "high") in terms of their importance in your decision to participate in the Administrative Internship experience:

_____ Recommendation of principal/administrator

_____ Enhanced opportunity to become an administrator/principal

_____ Improved salary potential

(Continued on next page)

_____ Desire to have direct input into policy-making activities related to schools

_____ Opportunity for professional development

_____ Chance to gain the perspective of a building administrator (understand the perspective of a building principal)

_____ Chance to move out of the classroom

_____ Other (Specify)_____

_____

16. In terms of your participation in the Administrative Internship, rank, in order of importance, the experiences that had the greatest impact on your professional development.

_____ Staff/professional development experience

_____ Mentor-internship experience

_____ Opportunity to experience/learn the operations of different administrative work settings

_____ Graduate course-work

_____ Participation in policy-making sessions with high level administrators/Board of Education members

_____ Overall internship experience

_____ Networking

_____ Other (Specify)_____

_____

17. Rank the four (4) greatest benefits ("1" indicates "greatest benefit") of the Administrative Internship experience:

_____ Administrative training

_____ Administrative placement following LEAD internship

_____ Return to the classroom after participating in LEAD

_____ Amount of graduate credit earned

_____ Length of the internship program

_____ Continuation of regular salary during the internship year

_____ School site placement

_____ Mentor principal with whom I was placed

_____ Opportunity to interact with high level policy-makers

_____ Opportunity to learn the operations of various DCPS administrative units

_____ Other (Specify) _____

18. Rank the four (4) greatest weaknesses ("1" is "greatest weakness") of the Administrative Internship experience:

_____ Administrative training

_____ Lack of an administrative placement following LEAD internship

_____ Return to the classroom after participating in LEAD

_____ Amount of graduate credit earned

_____ Length of the internship program

_____ Continuation of regular salary during the internship year

(Continued on next page)

_____ School site placement

_____ Mentor principal with whom I was placed

_____ Lack of opportunity to interact with high level policy-makers

_____ Lack of opportunity to learn the operations of various DCPS administrative units

_____ Other (Specify)_____

_____

19. Do you believe that the amount of time allocated for the Administrative Internship was: (Circle one)

Too much Adequate Too little

20. From the times listed below, rank the one time period that you believe is the minimum amount of time that should be directed to the Administrative Internship:

_____ One semester

_____ Two semesters

_____ Twelve months

_____ Other (Specify) _____

21. Did you encounter any difficulties moving directly into an Administrative Internship (without previously participating in the Emerging Leaders Program)?

(Circle one) Yes No Not Sure

If yes, Why? _____

_____

22. How effective do you believe has been the Summer IDEA Fellows Program for School Administrators: (Circle one)

Very effective Somewhat effective Ineffective

23. What benefit do you attach to having principals, central administrators, etc. give presentations to interns on topics such as what has made their school(s) effective? (Circle one)

Usually beneficial	Occasionally beneficial	Rarely beneficial	Never beneficial

24. List any suggestions you have for improving the course: "The Effective School Leader: Managing Productive Schools."

_____

_____

25. What are your suggestions for improving the Administrative Internship?

_____

_____

DCPS:OEAP:R&E:90.1.24:0

Survey of Principals Serving as Mentors to Project LEAD Administrative Internships

1. Year(s) of Participation as Mentor Principal: _____

2. How many years have you worked as a principal in DCPS?

   _____

3. Have you served in any other administrative roles during your tenure with DCPS? (Circle one)

   Yes No

   If yes, identify the specific administrative capacity

   _____

4. What administrative/management training experiences have you pursued (and what year)? (e.g., DCPS Management Institute, Educational Policy Fellowship Program, etc.)

   _____

5. Rank the top three items (a rank of "1" is "high") in terms of their importance in your decision to participate as a Mentor in the Administrative Internship experience:

   _____ Recommendation of another administrator

   _____ Desire to be involved in mentoring experience

   _____ Desire to share your experiences/ knowledge with aspiring principals

   _____ Opportunity for professional development

   _____ Opportunity to extend/expand beyond the school building routine

   _____ Other (Specify)_____

   _____

6. In terms of your participation as a Mentor in the Administrative Internship program, rank, in order of importance, the experiences that you believe had the greatest impact on the professional development of your intern(s).

_____ Staff/professional development experience

_____ Mentor-internship experience

_____ Opportunity to experience/learn the operations of different administrative work settings

_____ Graduate course-work

_____ Participation in policy-making sessions with high level administrators/Board of Education members

_____ Overall internship experience

_____ Networking

_____ Varied with the skills of the intern, but generally consisted of

_____

_____

_____ Other (Specify)_____

_____

7. Rank the four (4) greatest benefits ("1" indicates "greatest benefit") of the Administrative Internship experience:

_____ Administrative training

_____ Administrative placement following LEAD internship

_____ Return to the classroom after participating in LEAD

_____ Amount of graduate credit earned

(Continued on next page)

_____ Length of the internship program

_____ Continuation of regular salary during the internship year

_____ School site placement

_____ Opportunity to interact with high level policy-makers

_____ Opportunity to learn the operations of various DCPS administrative units

_____ Other (Specify) _____

8. Rank the four (4) greatest weaknesses ("1" is "greatest weakness") of the Administrative Internship experience:

_____ Administrative training

_____ Lack of an administrative placement following LEAD internship

_____ Return to the classroom after participating in LEAD

_____ Amount of graduate credit earned

_____ Length of the internship program

_____ Continuation of regular salary during the internship year

_____ School site placement

_____ Lack of opportunity to interact with high level policy-makers

_____ Lack of opportunity to learn the operations of various DCPS administrative units

_____ Other (Specify)_____

_____

9. Do you believe that the amount of time allocated for the Administrative Internship was: (Circle one)

Too much Adequate Too little

10. From the times listed below, rank the one time period that you believe is the minimum amount of time that potential principal candidates should be spent in the Administrative Internship:

_____ One semester

_____ Two semesters

_____ Twelve months

_____ Other (Specify) _____

11. What benefit do you attach to having principals, central administrators, etc. give presentations to interns on topics such as what has made their school(s) effective? (Circle one)

Usually beneficial	Occasionally beneficial	Rarely beneficial	Never beneficial

12. What are your suggestions for improving the Administrative Internship program:

For mentor principals?

_____

_____

For Administrative Interns?

_____

_____

13. What training/development experiences does Project LEAD need to provide to Mentor Principals?

_____

_____

14. What rating would you assign to the following elements of the Administrative Internship program:

	Very Effective	Somewhat Effective	Ineffective	N/A
Preparation of mentor principals to guide interns	4	3	2	1
Training provided to mentors by Project LEAD	4	3	2	1
Interns' experience in a local school	4	3	2	1
Courses provided for interns	4	3	2	1
Training interns received on Fridays	4	3	2	1
Intern assessment process	4	3	2	1
What are your overall impressions of the Administrative Internship	4	3	2	1
What are your overall impressions of Project LEAD	4	3	2	1

15. Please list additional comments about the Administrative Internship Program/Mentor Principal experience.

_____

_____

_____

_____

_____

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Survey of Project LEAD Emerging Leaders Program Participants:

1. Year of Participation as an Emerging Leader: _____

2. What position did you hold (and where) prior to participation in the Emerging Leaders Program?

   _____

3. How many years have you worked as a teacher in DCPS?

   _____

4. How many years did you work as a teacher in another school system?

   _____

5. How many years have you worked as a counselor/support personnel in DCPS?

   _____

6. How many years have you worked as an administrator in DCPS?

   _____

7. What position do you presently hold in DCPS?

   _____

EDUCATION/CERTIFICATION BACKGROUND

8. When (what year) and where did you earn the B.A. degree?

   _____

9. When (what year) and where did you earn the masters degree?

   _____

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10. Were you working towards an advanced degree at the time you participated in the Emerging Leaders Program? (Circle one)

Yes No

If yes, what degree were you pursuing? _____

11. How many graduate hours had you completed in educational administration prior to participating as an Emerging Leader?

_____

12. What administrative/management training experiences have you pursued (and when)? (e.g., DCPS Management Institute, Educational Policy Fellowship Program, etc.)

_____

13. In which educational areas are you certified?

_____

_____

PREFERENCES/ATTITUDES

14. Rank the top three items (a rank of "1" is "high") in terms of their importance in your decision to apply to participate in the Emerging Leaders Program:

_____ Recommendation of principal/administrator

_____ Enhanced opportunity to become an administrator/principal

_____ Improved salary potential

_____ Desire to have direct input into policy-making activities related to schools

_____ Opportunity for professional development

_____ Chance to move out of the classroom

(Continued on next page)

_____ Other (Specify)_____

_____

15. In terms of your participation in the Emerging Leaders Program, rank, in order of importance, the experiences that had the greatest impact on your professional development.

_____ Staff/professional development experiences

_____ Learning specific management style/practices

_____ Participation in policy/decision-making simulation activities

_____ Overall Emerging Leader Program experience

_____ Networking

_____ Other (Specify)_____

_____

16. Rank the four (4) greatest benefits ("1" indicates "greatest benefit") of the Emerging Leaders Program experience:

_____ Administrative training

_____ Administrative placement following Emerging Leaders Program experience

_____ Return to the classroom after participating in Emerging Leaders

_____ Specific seminar/workshop activities

_____ Opportunity to set goals/consider future prospects

_____ Enabled participation in Administrative Internship Program

_____ End of year retreat

(Continued on next page)

_____ Other (Specify) _____

17. Rank the four (4) greatest weaknesses ("1" is "greatest weakness") of the LEAD program experience:

_____ Administrative training

_____ Administrative placement following Emerging Leaders Program experience

_____ Return to the classroom after participating in Emerging Leaders

_____ Specific seminar/workshop activities

_____ Opportunity to set goals/consider future prospects

_____ End of year retreat

_____ Participation in Administrative Internship Program

_____ Other (Specify) _____

18. Do you believe that the amount of time allocated for the Emerging Leaders program was: (Circle one)

Too much Adequate Too little

19. From the times listed below, rank the one time period that you believe is the minimum amount of time that one should be involved in the Emerging Leaders Program:

_____ One semester

_____ Two semesters

_____ Twelve months

_____ Other (Specify) _____

20. Evaluate the overall effectiveness of the Emerging Leaders Program modules. (Circle one number per module on the next page)

	Very effective	Somewhat effective	Ineffective
Essentials of Leadership: Vision	3	2	1
Basic Tools of Leadership: Communication	3	2	1
Measurement of Leadership: Assessment	3	2	1
Issues Related to Leadership: Knowledge	3	2	1

21. What two elements of the Emerging Leaders Program do you believe benefited you the most? (List below)

_____

_____

22. What two elements of the Emerging Leaders Program do you believe least benefited you? (List below)

_____

_____

23. List any suggestions you have for improving the Emerging Leaders Program.

_____

_____

_____

24. Should participation in the Emerging Leaders Program be a prerequisite to holding an Administrative Internship?

(Circle one) Yes No Not Sure

Why? _____

_____